

The University of Western Ontario
School of Health Studies
Faculty of Health Sciences
HS 4250A: Population Health Intervention

Class times:	Blended Model See course schedule for In person class dates/times
Location:	UCC-67
Course Instructor:	Dr. Anita Cramp
Email:	acramp2@uwo.ca
Office Hour:	by appointment

A. Course Description

Whether or not individuals engage in health-related behaviours maybe a matter of population health interventions. For example, do you use your cell phone while driving? Since Ontario implemented their no cell use while driving law, people think twice about talking while driving. This course will focus on understanding population health and the intervention methods and research applied to changing socio-structural, cultural and environmental determinants of health known to influence the health of the population. The specific focus will be upon understanding the population health approach and how to design, implement and evaluate population health interventions.

It is the current position of the university that we should expect to be “in person” in the fall. This has meant that classes can be scheduled in one of three ways:

1. *“In Person”:* All instruction is delivered on campus and in person.
2. *“Blended”:* Instruction is delivered with a combination of asynchronous online and in person methods. At least 30% of the instruction must be delivered online, and some of the content must be delivered in person.
3. *“Distance”:* All instruction is delivered online (and all assessments are delivered in an online asynchronous fashion).

B. Course Objectives

1. To gain a better understanding of population health, the population health approach and population health interventions.
2. To examine population health exemplars including policies, programs and resource distribution approaches that impact populations by reducing health inequities.
3. To learn about how population health interventions are designed, implemented and evaluated through the study of various population interventions research studies.

C. Prerequisite Checking

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites

D. Required Course Materials

NO TEXT REQUIRED

*Readings assigned will be posted on OWL.

E. Evaluation

Your grade will be calculated according to the breakdown below. See Course Schedule for **due dates**.

1. **Quizzes (35%)**

- Quizzes 1 and 3 are worth 10% each and quiz 2 is worth 15%
- Quizzes will consist of 25 to 35 multiple choice questions and will be completed online through OWL.

2. **Multiple Choice Question Submissions (6%)**

- Refer to Multiple Choice Question Assignment Details posted in OWL

3. **Participation (4%)**

- 4% is assigned to attending and participating the major assignment presentations. These are scheduled for the last 3 weeks of the course. Your grade will be based on attending the presentations and completing a peer feedback form.

4. **Major Assignment - (55% total: Groups of 4).** REFER TO THE DETAILED ASSIGNMENT OUTLINE FOR ASSIGNMENT EXPECTATIONS. The purpose of this assignment is to have students research a health topic to better understand the health status, associated health indicators, and previous and current intervention research on the topic. Students will identify and propose an idea for a future intervention that will advance current intervention work. Groups will be formed based on the health topic that most interests you.

There are 4 parts to the Major Assignment.

Part A: Media Clip Paper and Media Clip (20%).

Create a 1-2-minute video clip that serves as an educational and persuasive message that addresses the health concern described in the paper.

Part B: Paper (20%).

Write an 8 to 10-page paper summarizing the health concern, review 3 current interventions that have been piloted or are in use that address the health concern and propose a future program or policy-based population health intervention.

Part C: Presentation (10%).

Create a short 10 to 12-minute PowerPoint presentation that provides your classmates with an overview of your paper. You will be required to present your work to the class during a scheduled Zoom session. These sessions are scheduled for the last 3 weeks of the course.

Part D: Contribution (5%)

Each group member will be required to complete a self and peer assessment. The purpose of this assessment is to determine the contribution of each member to the overall group project. The course instructor will assign a grade based on each group members reported contribution to the overall project.

Note. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and [Turnitin.com \(http://www.turnitin.com\)](http://www.turnitin.com)

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating

Late assignments will receive an automatic 5% deduction if not handed in by the due date and a subsequent 2% deducted for every 24-hour period after the due date.

Any concerns regarding group assignments should be discussed with the instructor immediately. A more detailed outline of the assignments will be presented during our first zoom session and posted on OWL.

Quizzes/Exams

Quizzes will test students on course materials, including lecture videos, media videos and required readings. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Policy on missed quizzes

In the event that a student misses a quiz for medical reasons, religious reasons or other extenuating circumstances, appropriate supporting documentation **MUST BE** provided in writing. Medical documentation must be presented to an academic counsellor in the School of Health Studies, not the instructor. Students are expected to make up the quiz within 5 days.

Lectures and Tutorials

Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

Additional Information

Use of electronic devices

During Lectures and Tutorials: Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. ***Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.***

Expectations & Responsibilities

Learning occurs in a social environment and is a collaborative experience that requires the active participation of all those involved – teachers, teaching assistants and students. Successful learning happens when the professor, the assistants and the students uphold their respective roles and

responsibilities. In this sense, learning is a *co-responsibility* that depends on the instructor, teaching assistants *and* the students being prepared. It is the responsibility of the professor to be prepared to lecture on course material. It is also the professor's responsibility to address and respond to student's questions about course material in a timely fashion. It is the responsibility of the teaching assistants to assist the professor in the preparation and grading of exams and papers, and to address students' questions about course material during the year and before the final exam. It is the responsibility of students to prepare for each week by completing required course readings, listen to the lectures, watch videos, take notes, and to ask questions about course.

Creating and maintaining a respectful and productive learning environment

In order to maintain a respectful and productive learning environment, it is essential everyone be respectful. Disrespectful and disruptive behaviour via posts and discussions that is considered disrespectful by the professor who will use her discretion in deciding how best to deal with the situation. If disruptive behaviour persists, the professor may ask the offending student/s to stop talking the course. The professor has the right to remove any posted content without warning.

Contingency plan for in-person pivoting to online learning

Contingency plan for an in-person class pivoting to 100% online learning:

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any remaining assessments will also be conducted online as determined by the course instructor.

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, tests and examinations in this course will be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide personal information (including some biometric data) and the session will be recorded. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

Health and Wellness

The undergraduate experience is rewarding and challenging socially, emotionally, and intellectually. Finding ways to balance scholarly life with our personal lives can be tough, but it's important to learn how to manage stress. Western provides several health and wellness-related services to students, which may be found at <http://www.health.uwo.ca/>. You can also check out the Campus Recreation Centre or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>), for alternative spaces to reconnect with your bodies and restore your spirit. You may also want to access local resources that are closer to where you are living during the school year. Recalibrating ourselves emotionally begins with slowing down, reminding ourselves that we are ok, and taking a few deep, slow breaths. This remarkably effective strategy brings the body from stress mode into a more relaxed state.

If you are in emotional or mental distress should refer to Mental Health@Western [Mental Health Support - Health & Wellness - Western University \(uwo.ca\)](#) for a complete list of options about how to obtain help or Thames Valley Family Services (<https://www.familyservicethamesvalley.com/>), a trusted provider within the community. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: [Health & Wellness - Western University](#)

uwo.ca). It's also advisable to have a wellness safety plan if you don't want to reach out to formal services. Having the numbers of a few trusted individuals is another strategy.

Common Concerns Guidelines

The table below summarizes a list of common student concerns and how they are to be resolved. If you have a concern that is not listed here, then please email your instructor.

Concern	How to address concern
Course administrative matters	Read through the course outline, and assessments page in OWL first . If your question cannot be answered post in the General Forum.
Course content questions	Refer to the OWL Resources (notes, calendar, etc). Email the instructor.
Grade disputes and requests for appeals	A student requesting an appeal to a specific course with respect to a grade for an assignment or examination must first contact their instructor to discuss such matters. Visit the following website for guide on submitting an appeal: https://uwo.ca/fhs//policies/appeals.html

The university-wide descriptor of the meaning of letter grades, as approved by Senate:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work that is clearly above average
B	70-79	Good work, meeting all requirements and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable.
F	below 50	Fail

It is expected that the grades for this course will fall between 68%-72%. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student's grade, by the instructor, to bring the class average in line with school policy.

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed,

and set out the disciplinary procedures that the University will follow. For more information, visit <http://www.uwo.ca/univsec/board/code.pdf>.

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [Academic Calendar - Western University \(uwo.ca\)](#)

Academic Consideration

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances, including short-term illness or injury. Reasonable academic consideration is a cooperative process between the University, the student, and academic staff. All participants in the process must act in good faith, and fulfil their respective obligations, if it is to succeed.

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant as to temporarily render them unable to meet academic requirements, may submit a request for academic consideration through the following routes:

- (i) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner, in order to be eligible for Academic Consideration; or
- (ii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to academic advising office in their Faculty of registration, in order to be eligible for academic consideration.

Students seeking academic consideration:

- Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- Are encouraged to make appropriate decisions, based on their specific circumstances, recognizing that minor ailments (e.g., upset stomach) or upsets (e.g., argument with a friend) are not normally an appropriate basis for a self-reported absence;
- **Must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence;
- **Are advised that all necessary documentation, forms, etc. are to be submitted to academic advising office within two business days after the date specified for resuming responsibilities**

Support Services

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre – www.academicssupport.uwo.ca
2. Student Health – <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombud's Office -- <http://www.uwo.ca/ombuds/>

Course Schedule

Wk	Date	Content/Readings	Quiz/Assignment
1	Sept 11 - 17	<ul style="list-style-type: none"> Introduction and Course Overview What is population health? What are population health interventions? <p>Readings: Arah, O. (2009). On the relationship between individual and population health. <i>Med Health Care and Philos</i>, 12, 235-244.</p> <p>Rose, G. (2001). Sick individuals and sick populations. <i>International Journal of Epidemiology</i>, 30(3), 427–432, doi.org/10.1093/ije/30.3.427</p> <p>IN CLASS SESSION: Friday Sept 16th, 10:30am – 11:30am</p>	
2	Sept 18 - 24	<ul style="list-style-type: none"> The Population Health Approach <p>Readings: Baarnighausen, T. (2017). Population health intervention research: three important advancements. <i>Int J Public Health</i>, 62, 841–843.</p> <p>Hawe, P., & Potvin, L. (2009). What is population health intervention research? <i>Can J Public Health</i>, 100(1), 18-114.</p> <p>Martin, J., Cheng, D., & Stranges, S. (2017). Population health intervention research: myths and misconceptions. <i>Int J Public Health</i>, 62, 845–847.</p> <p>IN CLASS SESSION: Friday Sept 23rd, 10:30am – 11:30am</p>	Friday Sept 23rd 11:55pm MC Question Assignment Due
3	Sept 25 – Oct 1	<ul style="list-style-type: none"> Intervention strategies <p>Readings: Cambon, L. Terral, P., Alla, F. (2019). From intervention to interventional system: Towards greater theorization in population health intervention research. <i>BMC Public Health</i> 19, 339. doi.org/10.1186/s12889-019-6663-y</p> <p>The Population Health Template Working Tool - http://www.phac-aspc.gc.ca/ph-sp/pdf/template_tool-eng.pdf</p>	Owl Quiz: Quiz #1 – Friday Sept 30, 10:30am. Covers classes 1 and 2 only. Conducted via OWL
4	Oct 2 - 8	<ul style="list-style-type: none"> Indicators <p>Readings: Key Elements and Actions that Define a Population Health Approach - http://www.phac-aspc.gc.ca/ph-sp/approach-approche/pdf/summary_table.pdf</p>	

		<p>Health Status of Canadians 2016 (Pages 2 and 3) - http://healthycanadians.gc.ca/publications/department-ministere/state-public-health-status-2016-etat-sante-publique-statut/alt/pdf-eng.pdf</p> <p>Canadian Chronic Disease Indicators (CCDI)</p> <p>IN CLASS SESSION: Friday Oct 7th, 10:30am – 11:30am</p>	
5	Oct 9 - 15	<ul style="list-style-type: none"> • Topic: Childhood Health: Early Education. <ul style="list-style-type: none"> • Review of the problem, indicators, and current population interventions. <p>Readings: Engle, P., et al. (2007). Strategies to avoid the loss of developmental potential in more than 200 million children in the developing world. <i>The Lancet</i>, 369(9557), 229-242.</p> <p>Suchdev, P.S. et al (2012). Selling Sprinkles micronutrient powder reduces anemia, iron deficiency, and vitamin A deficiency in young children in Western Kenya: a cluster-randomized controlled trial. <i>The American journal of clinical nutrition</i>, 95(5), 1223–1230.</p> <p>Loechl, C. U., et al. (2009). Using programme theory to assess the feasibility of delivering micronutrient Sprinkles through a food-assisted maternal and child health and nutrition programme in rural Haiti. <i>Maternal & child nutrition</i>, 5(1), 33–48.</p> <p>Hahn, R. et al. (2016). Early childhood education to promote health equity: A community guide systematic review. <i>J Public Health Manag Pract</i>, 22(5): E1–E8.</p> <p>Martiniu, S. (2021). Four lessons from Quebec’s early childcare model. https://policyoptions.irpp.org/magazines/april-2021/four-lessons-from-quebecs-early-child-care-model/</p> <p>Full-day kindergarten — the best of what we imagined is happening in classrooms - https://www.toronto.com/opinion-story/9209156-full-day-kindergarten-the-best-of-what-we-imagined-is-happening-in-classrooms/</p> <p>McLeans Magazine - Why Full Day Kindergarten Doesn’t Work - https://www.macleans.ca/news/canada/the-munchkin-invasion/</p> <p>IN CLASS SESSION: Friday Oct 14th, 10:30am – 11:30am</p>	Friday October 14th, 11:55pm MC Question Assignment Due
6	Oct 16 - 22	<ul style="list-style-type: none"> • Topic: Sexual Health and Universal Access to Contraceptives <ul style="list-style-type: none"> • Review of the problem, indicators, and current population interventions. <p>Readings: Contraception in Canada: Chapter 1 -</p>	Owl Quiz: Quiz #2 – Friday Oct. 21st. Covers classes 3 to 6. Conducted via OWL

		<p>https://www.iogc.com/article/S1701-2163(16)39370-7/pdf</p> <p>Position Statement: Universal access to no-cost contraception for youth in Canada - https://www.cps.ca/en/documents/position/universal-access-to-no-cost-contraception-for-youth-in-canada</p> <p>Sell it and forget it: How better contraception could be a key to reducing poverty - https://www.nytimes.com/2018/12/18/upshot/set-it-and-forget-it-how-better-contraception-could-be-a-secret-to-reducing-poverty.html</p> <p>My light bulb moment: Contraception shouldn't be a luxury - https://www.thinkupstream.net/lbm_contraception</p>	
7	Oct 23 - 29	<ul style="list-style-type: none"> • Topic: Tobacco <ul style="list-style-type: none"> • Review of the problem, indicators, and current population interventions. <p>Readings: Pierce, J., White, V. Emery, S. (2012). What public health strategies are needed to reduce smoking initiation? <i>Tobacco Control</i>, 21:258-264.</p> <p>van der Deen, F. Wilson, N, Cleghorn, C. et al. (2018). Impact of five tobacco endgame strategies on future smoking prevalence, population health and health system costs: two modelling studies to inform the tobacco endgame. <i>Tobacco Control</i>, 27, 278-286.</p> <p>IN CLASS SESSION: Friday Oct 28th, 10:30am – 11:30am</p>	Video Clips Due – Friday Oct 29th, 11:55pm
8	Oct 30 – Nov 5	Reading Week	
9	Nov 6 - 12	<ul style="list-style-type: none"> • Topic: Sugar <p>Readings: Jones, A.C., Kirkpatrick, S.I. & Hammond, D. (2019). Beverage consumption and energy intake among Canadians: analyses of 2004 and 2015 national dietary intake data. <i>Nutr J</i> 18, 60. https://doi.org/10.1186/s12937-019-0488-5</p> <p>Colchero, M. A., Popkin, B. M., Rivera, J.A., & Ng, S.W (2016). Beverage purchases from stores in Mexico under the excise tax on sugar sweetened beverages: Observational study, <i>BMJ</i>, 352 :h6704</p>	<p>Watch Media Clips</p> <p>Friday Nov 11th, 11:55pm MC Question Assignment Due</p>

		<p>Brownell KD, Frieden TR (2009). Ounces of prevention--the public policy case for taxes on sugared beverages. <i>The New England Journal of Medicine, Apr;360(18):1805-1808</i>. DOI: 10.1056/nejmp0902392.</p> <p>Canadian Paediatric Society Position Statement: A proposal to increase taxes on sugar-sweetened beverages in Canada</p> <p>IN CLASS SESSION Friday Nov 11th, 10:30am – 11:30am</p>	
10	Nov 13 - 19	Major Assignment Preparation & Quiz	<u>Owl Quiz #3:</u> Friday Nov 18th, 10:30am. Covers weeks 7 to 9. Conducted via OWL
11 - 12	Nov 20 – Dec 2	<p>Presentations – Conducted via Zoom</p> <p>Presentation Dates:</p> <ul style="list-style-type: none"> • Nov 25 – 10:30am • Dec 2 – 10:30am 	Major Paper Due Monday Dec 12th, (all groups)- Friday